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ABSTRACT

Attitudes and perceptions held by white students enrolled in black colleges were studied to determine their educational and personal experiences at the institutions, their feelings about the impact they had on the institutions, and to provide data that could be helpful to the institutions as they move toward becoming multi-cultural. For purposes of data analysis and interpretation, responses are categorized in five groups: observations of respondent data; educational climate and learning experiences; teacher competence; interpersonal relations; and overall satisfaction. All of the participating institutions were located in the South. White students are older than the traditional college age; 60.2 percent are married and 98.6 percent live off campus. The survey questionnaire, a Likert-type scale, investigated perceptions of social activities/atmosphere; physical facilities; employment preparation; student services; and administrative practices, as well as perceptions of the learning and teaching atmosphere. Open-ended items and a comment section were also included. Appendices provide institutional data, respondent information, data on responses to survey items, and selected subjective responses. (SW)

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# Highlights of Findings

- *White students indicate a high level of positive feelings regarding their overall educational experiences at the respective traditionally black colleges and universities.*
- *Graduate students constitute 38.4 percent of the respondents and comprise 72.4 percent of the education majors in the study.*
- *There is a significant loss of natural science majors from the freshman to sophomore year (50.3 percent to 29.8 percent).*
- *White students feel ambiguous about their sense of belonging at their schools in terms of interpersonal relations.*
- *Over 73 percent of the students feel that administrators do not exert leadership in recruiting non-black students.*
- *Over 80 percent of the respondents perceive teachers as being committed to good teaching.*
- *Over 78 percent feel that they have a keener appreciation of different ways of life as a result of being at the black institution.*
- *Most of the respondents (88 percent) feel that race does not affect a student's ability to learn.*
- *The decision of the students to enroll in a black institution received the support of more than 70 percent of the parents involved.*

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# WHITE STUDENTS ENROLLED IN BLACK COLLEGES AND UNIVERSITIES: THEIR ATTITUDES AND PERCEPTIONS

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# Foreword

In recent years, students all over the nation have demanded education that they feel is more relevant to their needs. In response, colleges and universities have effected changes to meet these demands.

Black institutions must meet the demands of black students and also must provide programs and services for the white students in their enrollment. Today's black students have clearly indicated that they expect far more from their institutions than their parents expected. They expect to be prepared to live and serve in the larger society and to compete as equals with graduates from all other colleges and universities. It is only logical to conclude that the white students attending black institutions expect the same quality of education.

This study examines the attitudes and perceptions white students have of the black public institutions which they attend, and presents implications to be considered by all of those responsible for public higher education.

W. C. Brown, Director
Institute for Higher Educational Opportunity
Southern Regional Education Board

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# Introduction

The decade from 1968 to 1978 might be characterized as the age of ferment in traditionally black colleges and universities. This ferment may be described in terms of a variety of perspectives which run the gamut from changes in the historical, legal status of these institutions as segregated establishments to their present and future prospects as relevant, quality institutions within the system of American higher education.

What the 1980s will bring in terms of the ever-increasing demands placed upon the traditionally black colleges and universities is still an enigma. The Office for Civil Rights of the Department of Health, Education, and Welfare refers to the elimination of "racially identifiable" institutions and, at the same time, states that black institutions will be maintained and, indeed, enhanced. The black colleges and universities may, paradoxically, become a powerful force in achieving racial integration in higher education. It appears that the burden of desegregating in higher education is especially difficult for the traditionally black institutions. The development of educational alternatives with roots in the black community may be both an essential stage to supplementing the "assimilationist" patterns which white colleges now offer black students and an opportunity to give white students the option of learning to think in black as well as in white categories.

Dr. G. M. Sawyer, president of Texas Southern University, has characterized the present posture of the traditionally black college as an historical institution capable of "quick adaptation to new direction," having the "facility for change" inherent in the structure. "Thus, from education for a major and/or minority society, to an 'integrated' society, to a more really pluralistic society marks the progression of the black college from its establishment to the present and into the future."[1]

As public black colleges and universities have moved closer to a desegregated reality, the enrollment of white students has been a very significant feature. White students

[1]Sawyer, G. M., "Black Colleges and Community Development," *Institution-Wide Planning for the Minority Student at the Black College and University* (Atlanta, Ga.: Southern Regional Education Board, 1975), p. 11.

now comprise a little less than 10 percent of the total enrollment, graduate and undergraduate, of the 20 black institutions involved in this report. It is very likely that most of these students have had at least one experience which may have changed their original attitudes and perceptions of the black college. To cite a few: (1) encountering black personnel in charge of admissions and registration; (2) having a predominantly black faculty; (3) adjusting in some instances to inadequate physical facilities; (4) being a minority person in an educational institution; (5) being ignored and even shunned by the black students; and (6) experiencing periods of loneliness and frustration.

This study reveals the attitudes and perceptions held by white students of the black colleges and universities in which they are enrolled. The study is geared to determining the attitudes and perceptions and analyzing them in terms of their implications because they are not necessarily reflections of facts. However, one's perceptions of a situation or condition may well operate in the realm of fact. For this reason, the decision-makers of the university need to be aware of students' subjective responses about the university. Unawareness may lead to inaction in addressing student needs and concerns, thereby creating feelings of uncertainty and frustration.

The questionnaire used in the study was designed to sample students' perceptions regarding the item presented at that particular point in time. The individual's behavior, as manifested by his responses to the items, represents a direct expression of the way "things" seem at that moment. People do not behave according to the "facts" as they may appear to an outsider. Rather, what a person does and what a person learns are products of what is going on in each unique and personal field of awareness. "People behave in terms of the personal meanings (perceptions) existing for them at the moment of action."[2]

It is believed the findings reported in this study will be helpful to the entire student body, faculty and administration as they continue to move their institutions toward the ultimate objective—quality institutions within the system of American higher education.

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[2]Combs, Arthur, *Perceiving, Behaving, Becoming* (Washington, D.C.: Association for Supervision and Curriculum Development, 1962), p. 65.

# Interpretations and Data Analysis

This study began in October, 1977, under the auspices of the Southern Regional Education Board (SREB). The overall objectives were to: (1) ascertain from white students enrolled in black institutions their perceptions of educational and personal experiences at these institutions; (2) determine these students' feelings about the impact they had on the institutions; (3) provide data that could be helpful to the institutions as they move toward becoming multi-cultural.

For purposes of the data analysis and interpretation, responses were categorized in five groups: observations of respondent data; educational climate and learning experiences; teacher competence; interpersonal relations; overall satisfaction. Interpretations of the analyses which have significance for college administrators are presented under each of the five major headings.

## Respondent Data

White students are older than the traditional college age; 81.3 percent responding to the questionnaire are 23 years of age and over. In every class status category, the 23 years and over bracket represents the greatest percentage, namely: freshman, 45.7 percent; sophomore, 62.6 percent; junior, 72.5 percent; senior, 85.5 percent; graduate, 98.5 percent. It would be logical to expect the high percentages for the senior and graduate levels, but the high percentages for freshman and sophomore levels indicate that the white students tend to be older at all class levels.

Two other notable characteristics of the sample are that 60.2 percent are married and 98.6 percent live off campus. Older students and married students generally tend to live off campus since they have established independent life styles and may not be willing to subject themselves to rules and regulations of institutional living. The researcher has no way to determine the overall attractiveness of the residence halls on the various campuses; responses to Item 48 in the questionnaire (*Most of the dormitories on this campus appear to be kept up well*) indicate that only 14.6 percent of the

# TABLE A
## Percentage Distribution of Majors by Class Status

| | Agriculture Home Economics | Architecture | Business | Education |
|---|---|---|---|---|
| Freshman | .7 | 1.3 | 13.2 | 9.9 |
| Sophomore | 2.3 | 3.8 | 9.9 | 29.8 |
| Junior | 5.8 | 2.3 | 17.0 | 25.1 |
| Senior | 1.2 | 1.2 | 15.2 | 33.5 |
| Graduate | 2.0 | .2 | 6.6 | 72.4 |
| Special | 2.6 | 0.0 | 13.2 | 40.4 |

| | Fine Arts | Engi-neering | Natural Sciences | Social Sciences | Other |
|---|---|---|---|---|---|
| Freshman | 3.3 | 10.6 | 50.3 | 9.9 | .7 |
| Sophomore | 6.1 | 5.3 | 29.8 | 12.2 | .8 |
| Junior | 3.5 | 3.5 | 22.2 | 19.3 | 1.2 |
| Senior | 4.9 | 1.2 | 18.3 | 23.8 | .6 |
| Graduate | 1.5 | 2.0 | 3.9 | 5.9 | 5.5 |
| Special | 7.9 | 4.4 | 15.8 | 14.0 | 1.8 |

(Note: The breakdown for each major category can be found on page 43.)

respondents either disagree or strongly disagree with the statement. Therefore, it seems reasonable to assume that the dormitories are physically acceptable to the respondents.

The participating schools are all located in the South; therefore, the fact that almost 70 percent of the students responding listed their birthplace as the South is not unusually significant.

Traditionally, white students at black colleges and universities have been concentrated in graduate programs in the schools and colleges of education. Although this is still true (38.4 percent are classified as graduate students and 72.4 percent of the graduate respondents listed education as their major), there appears to be a trend toward increased numbers of lower division students (see Table A).

As is shown, enrollment in the natural sciences fell 20 percent between the freshman and sophomore years; this suggests several possibilities: (1) disillusionment with the natural science programs; (2) selection of a less difficult major; (3) lack of advanced natural science courses being offered. It may be easier to explain this decline by assuming that many students in their freshman year do not really know the majors they want. In any case, an important recommendation for each institution is that the administration should examine areas in its academic programs where there may be exceedingly high fluctuations between various class standings to determine causative factors.

The special student classification includes the following: non-degree seeking students, auditors, students certifying, students seeking full admission to the school, and students in the process of completing all entrance requirements. In many cases, this classification has been used to apply to post-baccalaureate students attempting to meet necessary requirements for admission to graduate school.

An interesting interpretation that can be made about student status is that although less than 40 percent of the respondents were in the undergraduate program, more than 52 percent were full-time students, and 55.5 percent were in the daytime programs. This would seem to indicate that the black institutions are attracting a large proportion of full-time white students who are making a serious educational commitment rather than just attending an educational institution on a part-time basis because the class schedules are convenient to their job schedules.

Almost 75 percent of the respondents went to predominantly white high schools. Since a large number of the white students participating in this study are older and come from the South, many may have missed the major desegregation thrust in public education since the 1960s. It is speculated that such students may have had limited contact with blacks prior to matriculating at a black college or university. Now they are faced with a multi-faceted new experience—an experience in which the white student must accept a "minority" position in the classroom, in the lunchroom, on the athletic field, in the library—everywhere on the campus. There are no "white student unions" or "white studies programs" where campus identity with other whites can be sought; instead, the student is immersed in the black college climate, at least for the time devoted to classroom activities. Thus, it is no wonder that the "educational climate" category appears to have top priority in terms of students' perceptions. Almost 70 percent of the respondents felt satisfied with their educational experiences, since it is in the classroom where the white students become involved and develop some level of personal contact with black students and teachers which apparently is satisfying, enriching and meaningful. In addition, 78.8 percent of the respondents agree that they have developed a keener appreciation of different ways of life as a result of being at a black institution.

Although specific types of financial aid were not tabulated by percentage for each type, data reveal that approximately 83 percent of the respondents were on some type of financial assistance, including Basic Educational Opportunity Grants (BEOG), Supplemental Educational Opportunity Grants (SEOG), federally insured loans, state insured loans, state and private scholarships, incentive awards, "minority" student awards, veterans' benefits, tuition waivers (especially for students 60 years or older in some states), athletic awards, and family help. Since more than 50 percent of the respondents estimated their family income as $15,000 or more (as compared to the national norm of 17.2 percent), many do not qualify for assistance based upon financial need; the aid they are receiving has been awarded to them for "other" reasons, e.g., scholastic competence, athletic ability, veteran status, and minority classification (non-black).

Information on the kinds of students responding to the survey may be summarized as follows:

1. The respondents were 41.3 percent male and 58.7 percent female.
2. Over 81 percent of the respondents were 23 years of age and over; 60.2 percent were married. (A number of persons were over 60 years of age as indicated by their comments that they were on special tuition wavers for senior citizens.
3. The majority (70 percent) were born in the South, with those from the Northeast being the next largest group (14.3 percent).
4. Graduate students constituted 38.4 percent of the respondents, with the remaining percentages being rather evenly distributed over the other class status categories.
5. Over 98.6 percent of the respondents lived off campus.
6. The mean grade point average reported was 3.347 (using a 4.0 system).
7. Over 55 percent of the students were attending daytime classes, with evening classes having slightly over 40 percent and weekend classes the remainder.
8. Slightly more students attended full-time than part-time.
9. Education still remains a predominant academic major (44.4 percent), followed by the natural sciences (18.4 percent).
10. Most respondents went to predominantly white high schools (74.5 percent); only 10 percent of the respondents went to high schools evenly mixed.
11. Over 50 percent of the students estimated a family income in the $15,000 or higher brackets.

## Educational Climate

The educational climate of an institution emanates from the cooperative functioning of skills, attitudes, values, and resources which teachers and students bring together. Most of

the respondents expressed satisfaction with the educational climate of their respective institutions. In the classrooms, there is strong agreement among the respondents that they relate to their black instructors as readily and as easily as to their white instructors, and also that their educational preparation is meeting their expectations.

This perception of trust in the learning process is reinforced by the high percent of agreement to statements regarding career preparation and career opportunity. The responses to the obviously career-oriented items (51, 66, 70, 76) indicate positive views concerning the employment preparation. To have some assurance that what they are learning today will help them in their future work contributes to the overall level of satisfaction, especially with the educational aspects of the institution.

Three areas of some concern in relationship to the overall education climate (agreement percentages on these were not as high) appear to be: (1) adequacy of library resources; (2) level of academic standards; and (3) overall administrative effectiveness in black/white matters.

In reference to the first area of concern, it is important to mention that some of the respondents are taking courses off campus through a continuing education program and may not have ready access to the library facilities. Table VI (in the Appendix), which shows percentage breakdown by class status for Item 44, indicates that there is a decline in the strongly agree and agree totals as a student progresses from freshman (70.2 percent) to graduate (57.3 percent) levels. There is justification in the assumption that graduate students would have a greater need for more extensive library holdings than freshmen. The nature of course requirements and research needs of graduate students depend heavily upon library resources.

There is considerable agreement (70.6 percent) that most of the black students in classes are motivated toward developing themselves educationally (Item 25) and few respondents view black students as negatively affecting classroom learning because of academic deficiencies. However, white students do not have the same high level of agreement about the academic standards at their respective institutions (Item 68).

It is in the third area that one finds the highest percent of strongly disagree, disagree, and undecided items—53.7 percent regarding efforts by the administration to exert

leadership in breaking down racial barriers (Item 22); 73.5 percent regarding efforts to recruit non-blacks (Item 34); 62.2 percent regarding visible segment of non-black administrators on the campus (Item 38); over 52 percent regarding efforts to help white students belong (Item 69).

The attitudes of administrators are reflected in their pronouncements, policies, actions, and sometimes inactions. The top-level administration of a college or university can set a tone on campus by reflecting a sincere interest in students and encouraging full participation of minority students in the campus life. All students, and especially those in a minority group, need to identify positively not only with faculty but also with administrators so as to acquire meaningful ideas and attitudes which will give direction to their lives. It makes no real difference to the students whether the administrators are white or black; the important factor is that they are *real*, authentic, and their influence be salutary. Administrators and administrative procedures, perceived as being inactive and hypocritical, can hamper the educational growth of students. A number of students wrote comments that although administrators make public statements that they want highly qualified white students at their institutions, they do little or nothing to recruit non-black students and fail to create a receptive atmosphere for those white students already on the campuses.

Over a decade ago the American Association of University Professors (AAUP) issued a statement indicating that academic administrators (especially the presidents) must assume active leadership in bringing about academic reform.

> . . . academic administrators, and the president have a special obligation to innovate. The degree to which a president can envision new horizons for the institution, and can persuade others to see them and work toward them, will often constitute the chief measure of his administration.[3]

Coupled with perceptions that respondents to the study had of administrators and administrative practices, this AAUP statement offers a challenge to the administration of these black colleges and universities.

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[3]American Association of University Professors (AAUP) and American Council on Education (ACE), "Statement on Government of Colleges and Universities," 1966, p. 6, reprinted in Louis Joughin, *Academic Freedom and Tenure* (Milwaukee: University of Wisconsin Press, 1967), p. 97.

Observations about the educational climate and learning experiences responses indicate the following (Note: the percentage totals are for strongly agree and agree responses):

1. Over 79 percent of the respondents *do not* feel that they have to be in a white instructor's class to learn more or better relate to the teacher (Item 20).
2. About 62 percent perceive the classroom facilities to be well equipped for effective learning (Item 31).
3. Of the persons responding, 69.6 percent feel that their educational preparation does meet their expectations; and only five percent strongly disagree about the level of expectancy of the educational preparation (Item 32).
4. Approximately 59 percent perceive that the library facilities are adequate for their educational needs; 16.5 percent were undecided about the adequacy of the library facilities; and 24.4 percent disagree or strongly disagree about the adequacy (Item 44).
5. A keener appreciation of different ways of life as a result of being at the black institution was attested to by 78.8 percent; eight percent disagree or strongly disagree (Item 50).
6. Over 85 percent perceive that their educational experiences are closely tied to their future job plans (Item 66).
7. Only 46.9 percent of the respondents indicate that the standards at their institution are as high as they are on a predominantly white campus; although another 21.6 percent were undecided (Item 68).
8. Significantly, 78.3 percent do perceive that the cross-cultural/multi-racial experiences they have had at their institution will make them more effective in their future careers (Item 70).
9. Although only 50.3 percent find that the academic programs are geared to providing the best preparation for future careers, an additional 24.2 percent were undecided at this time (Item 76).

## Teacher Competence

Observations in this area substantiate the interpretation that students perceive a high level of teacher competence which is essential to the positive views elicited regarding the overall educational climate. It is interesting to note that the high percent of those who strongly agree and agree to these items is consistent when also tabulated by sex and class status: e.g. (Item 21): male, 72.1 percent; female, 76.7 percent; freshman, 71.5 percent; sophomore, 61.8 percent; junior, 71.3 percent; senior, 68.3 percent; graduate, 70 percent. These results, coupled with some of the subjective responses to Item 80, reveal that the white students strongly agree and agree that competent teaching is occurring at their institutions and ranks high in their perceptions concerning the overall quality of their educational activities. The experience of adequacy or competence in the realm of teaching contributes to the individual's ability to interact with others outside of the classroom with at least some positive degree of satisfaction.

In addition to the assessment of competence for the quality of teaching, respondents used the descriptive word, "caring," repeatedly in the open-ended questions. Clearly, students perceive that many of their teachers have a sensitivity about what they are doing, and somehow these teachers make that caring include both the students and the world outside the classroom. In their subjective responses at the end of the questionnaire, students often praised teachers who had enthusiasm for teaching. Competent "teaching moves toward openness, toward willingness to enter into a mutual experience of learning shared by students and faculty alike."[4]

Observations about the level of teacher competence responses reveal the following (Note: percentage totals are for strongly agree and agree responses):

1. Over 70 percent of the respondents perceive the faculty on their campus as being well qualified both by academic training and experiences; less than 10 percent disagree or strongly disagree (Item 21).
2. Over 70 percent find that the faculty demonstrate a high level of competence in their academic specialties (Item 24).

[4]Kelley, Earl C., *Education for What Is Real* (New York: Harper & Bros., 1947), p. 114.

3. Over 80 percent of the respondents perceive that their educational experiences do indicate that most of their teachers are committed to good teaching (Item 31).
4. These percentages remain consistent even when analyzed on the basis of sex classification and class status.

## Interpersonal Relations

In any understanding of the dynamics operative in black-white interpersonal relations, it is important to be aware of certain factors inherent in the relationships. Traditionally, black-white relations were seen against a backdrop of the white situation; that is, the established context for analyzing human relationships has been the white social context. It must be understood that for positive black-white relations to develop, a new context must emerge.

Although the responses analyzed in this study do not indicate overwhelming agreement or disagreement to statements sampling white students' perceptions of black-white relationships, the consistent percent of undecided responses seems to suggest that white students are ambiguous regarding "how they fit in" at the black institutions. In a sampling of the subjective responses to Item 81, the respondents seem to be saying that there is a need to further the development of a humanistic campus environment.

Observations about the interpersonal relations dimensions of the white students' responses indicate the following:

1. Of the respondents, 83.5 percent indicate that they have no difficulty communicating with black students on the campus (Item 26).
2. Regarding perceptions of the acceptability of interracial dating, 58.6 percent were undecided; 7.4 percent agree or strongly agree; and 34 percent disagree or strongly disagree (Item 27).
3. A total of 46.7 percent find black students active in helping white students adjust to the campus, with another 33.8 percent undecided about this dimension of interpersonal relations (Item 36).

4. Over 82 percent indicate that their social contacts on the campus include both white and blacks (Item 43).
5. Another 25.6 percent of the respondents perceive that there are many "racist" attitudes held by black students toward white students on the campus; 34.9 percent are undecided and 39.5 percent disagree or strongly disagree (Item 44).
6. Of the students responding, 76.6 percent find that on their campus there is an atmosphere of tolerance and understanding of people and their views; less than 2.9 percent strongly disagree (Item 57).
7. Only 24.6 percent perceive black students wanting white students to adapt to them while the black students make less effort to adapt themselves to others; 45.2 percent are undecided, and 30.1 percent disagree or strongly disagree (Item 77).

## Overall Satisfaction

For purposes of encouraging a sense of unity, education provides experiences that can be integrative, thus enabling a student to rise above the day-to-day routine of school into an awareness of self-satisfaction, well-being, and unity with others. Such experiences help one to develop insight and give depth to one's perceptions. It appears that as an index of satisfaction (Items 56, 61, 64, 67, 73) white students participating in the survey have a high level of "well-being" and positive feelings regarding their overall educational experiences. The subjective responses to Item 80 also indicate that many white students have had experiences which have been integrative, restorative, and fulfilling. A cursory observation made from this study is that the subjective comments provide some direction in making certain inferences about a respondent's personal well-being as manifested by the degree of openness. This concept of openness is not a construct which is easy to measure with present quantifiable instruments, but the research that does exist tends to support the notion that it is more characteristic of those who are coping effectively with the myriad aspects of their lives. Studies have shown that individuals who have made adjustments to their environments tend to perceive

themselves more accurately. They are more open to the facts of their experiences and thus see themselves more objectively in relation to their situations. The "poorly adjusted" individual shows a reverse trend, and sees experiences as being threatening and having negative consequences. Comments on the survey tend to support this position. Participants who indicated some "best experiences" in Item 80 had a pattern of more agreement about positively-oriented statements and disagreement with negatively-worded statements.

Two other factors to consider regarding students' overall satisfaction index are level of motivation for attending a college or university and the sense of purpose for acquiring specific knowledge and skills. Both of these factors are inseparably bound to one's self-image—the way the student regards his present abilities, status, and roles; and what the student would like to become, his aspirations for himself. Although the respondents had to deal with present perceptions regarding their choices of institutions and majors, these responses have to be interpreted within a context of a future reference. Level of motivation and sense of purpose appear to have influenced students' positive responses to future-directed items, e.g. (Item 51) *I know I will be well-prepared to get a satisfying job;* (Item 66) *My courses/educational experiences are closely tied to my future job plans.*

There appears to be little remorse over the decision to attend the respective black colleges and universities (Item 61), and over 77 percent of the respondents will tell people that they go to a black institution (Item 64). Respondents appear to be indicating that they have chosen an institution to get a college education; the fact that the institution is predominantly black is neither a deterrent nor an added incentive. This observation is further substantiated by the 65.8 percent of respondents who perceive that their degree will be worth as much as one from a predominantly white school of similar purpose. The percentage goes even higher (76.8 percent) regarding the value of a degree from a black institution in getting a satisfying, "good" job (Item 73).

This latter response is important because satisfying work is the center and focus of life. Within the power structures of political and social movements, one finds that work appears to be a fundamental source of motivational force. Hence,

one's satisfaction with his college choice and academic training, coupled with anticipation of career success, contribute to a student's index of well-being.

Observations regarding how white students perceive their overall level of satisfaction with their experiences at the black institutions are as follows:

1. A total of 31 percent are undecided about whether they would be at the particular black institution were it not for the special programs, but coupled with the 33.7 percent who would be at the school regardless of the special programs, one can assume a significant index of satisfaction with the institution (Item 56).
2. Over 53 percent of the students agree or strongly agree that if they had to start their college career over, they would still go to the same school (Item 61).
3. Over 77 percent of the respondents are not reluctant to tell people that they go to a black institution (Item 64).
4. Significantly, 65.8 percent perceive that their degree will be worth as much as one from a predominantly white school of similar purpose, and only five percent strongly disagree (Item 67).
5. As many as 76.8 percent do not perceive having a degree from a black institution as a deterrent to getting a satisfying, "good" job (Item 73).
6. These percentages remain consistent even when analyzed on the basis of sex classification and class status.

## Extracurricular Activities and Student Services

Areas which pose some difficulty in interpretation are items dealing with extracurricular activities and student services. They are discussed here since they do affect the students' overall satisfaction index. Three factors which must be considered in interpreting these responses are age (some students are in their sixties), living off campus, and marital status. These students are less likely to return to the campus

for extracurricular activities which usually occur in the evening and are often geared to an audience younger than the 23 year olds and upward.

In relation to student services, the same factors must be considered. Older students living off campus (especially married students) have their own medical insurance and personal physicians. They will not utilize the health services provided on campus. There is no supporting data to indicate whether or not the student service units on the respective campuses employ non-black nurses, physicians, counselors, etc., but generally there have been few whites in these positions at the black schools. Students indicate a high percentage of undecided responses to Item 35: *I am reluctant to use the services of the health clinic.* For those who disagree or strongly disagree, it is difficult to ascertain if having "no reluctance" means they actually use the services. This same analysis applies also to Item 75 which deals with availability of student services. Although more than half of the respondents agree to some extent that the services are available, there is no way to determine if these white students utilize the services. Item 78 does attempt to assess the level of counseling and advising sensitivity to the needs of white students. One finds that students do not perceive any high degree of sensitivity; only about 20 percent agree and strongly agree.

Observations regarding the receptivity of extracurricular activities and student services by the white students participating in this study include the following:

1. More than 64 percent of the respondents are undecided regarding the general appeal and interest of musical events on the campus (Item 28).
2. Only about half of the respondents either agree or are undecided about using the student health services (Item 35).
3. Over 46 percent are undecided about the stimulating and interesting qualities of people brought to the campus for lectures (Item 39).
4. With 33.5 percent of the respondents undecided about the availability of student services, another 53.8 percent agree to some extent that these services are available (Item 75).
5. Only 20 percent perceive that counseling and advising services are sensitive to the needs of white students (Item 78).

As a closing observation, it is important to note that in the analysis of the data there is a very vital dimension which may have direct bearing on these students' perceptions: although white students function on the black campus as a minority, they function off campus as members of a majority in the society. The black student, on the other hand, functions as a member of a majority on the black campus, but is part of a minority in the larger society outside the campus. This social context for white students off the campus generally allows for greater diversity of experiences which are self-motivating and self-enhancing. Their off-campus status may create for them a perceptual world more receptive and even more tolerant, in some cases, of their temporary minority status while on campus.

Administrators on the black campus have a very special obligation to exert the positive leadership which will provide all students with opportunities for optimal, purposeful learning. The "educational community" must become immersed in a program which can enrich and modify existing structures as well as institute new, pro-active strategies. As J. B. Lon Hefferlin writes: ". . . administrators remain the most influential individuals on most campuses in determining educational policy . . . their attitudes toward educational change relates significantly to the amount of change that occurs. . . ."[5]

[5]Hefferlin, J. B. Lon, *Dynamics of Academic Reform* (San Francisco: Jossey-Bass, Inc., 1969), p. 182.

# Implications

Daniel C. Thompson argues that black institutions will need to make bold, revolutionary changes. On the one hand, they must continue to serve the very special needs of black people and on the other, must become innovators in the development of a new collegiate system, a system more relevant and responsive to a multi-racial/multi-cultural clientele. In order to operationalize this new system, there must be the formulation and implementation of imaginative approaches to educational programming.[6]

In a report published in 1973, the Carnegie Commission urged colleges and universities to admit more adult students and more non-traditional students. This is apparently occurring on the campuses in this study, as evidenced by the high percentage of students 23 years of age and older. In addition to being older, the white students sampled are more economically independent, and concerned with career preparation and occupational upward mobility. They selected the institution for a college education on the basis of a number of factors: the institution's geographical proximity to their place of residence (e.g., to be able to live off campus), the availability of special types of financial assistance (e.g., incentive awards), the offering of special programs (e.g., pharmacy, allied health), and the flexibility of course scheduling (e.g., late afternoon, nighttime and weekend classes). The overall satisfaction index of these students is high, and the experiences already being provided should be strengthened, enriched, and expanded for all students. These experiences can improve the quality of human relations in the college environment.

Another implication from this study is that black universities and colleges need to incorporate educational and social experiences which provide non-black students opportunities to identify not only with the institution but also with other students. Identification is a learned process and results from the individual's experiences with others or with situations which have significance. As people are friendly or situations are pleasant and rewarding, it becomes natural to extend one's self to include them or to feel at one with them.

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[6]Thompson, Daniel C., *Private Black Colleges at the Crossroads* (Boston: Greenwood Press, Inc., 1973).

If people and situations are perceived as harmful and rejecting, defensive reactions are created to protect one from being hurt. Many white students on the black campuses indicate that there is still a need to defend themselves; many who want to identify with the institutions and students still feel rebuffed, excluded, or isolated.

In this respect, the university or college is no different from the rest of American society, which must continue to make possible a richer and fuller human existence. The quality of relationships in higher education must continue to be improved if the sources of vitality and creativity are to survive. This improvement will require effective integration of the cognitive and non-cognitive dimensions of human growth. In addition, there must be experimentation and modification in the educational experiences students encounter. Black institutions generally have faculty members committed to "teaching," and this commitment must become responsive to the changing student clientele. Also, a more equitable reward system must be implemented for faculty members whose primary concern is the facilitation of the learning experiences of students and helping them derive personal meaning from these experiences.

There is a need for more intensive research on the changing role of the black colleges and universities and their impact on the development of all students as well as the students' impact on the institutions. One implication emerging from this study is the need to increase white student participation in the institution's governance; this type of involvement can provide educational enrichment for the entire campus.

It is hoped that these implications as well as the results of the study can provide administrators, especially on the black campus, material for beginning an educational movement that would open to students the possibility of improving society. A "good education ought not to be expected to provide all the answers, but at least it can offer the raw material for vision and hope."[7]

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[7] *The Student in Higher Education: Report of the Committee on the Student in Higher Education* (New Haven, Conn.: The Hazen Foundation, 1968), p. 65.

# Further Reading

American Association of University Professors (AAUP) and American Council on Education (ACE), "Statement on Government of Colleges and Universities," 1966, reprinted in Louis Joughin, *Academic Freedom and Tenure* (Milwaukee: University of Wisconsin Press, 1967).

Beck, James D., *The Counselor and Black/White Relations* (Boston: Houghton Mifflin Co., 1973).

*Black Consciousness and Higher Education* (Cambridge: The Church Society for College Work, 1968).

Brooks, Glenwood C., "Desegregating the Black Colleges and Universities: Its Ramifications and Impact," *Institution-Wide Planning for the Minority Student at the Black College and University* (Atlanta, Ga.: Southern Regional Education Board, 1975).

Combs, Arthur, *Perceiving, Behaving, Becoming* (Washington, D.C.: Association for Supervision and Curriculum Development, 1962).

Eble, Kenneth E., *Professors as Teachers* (San Francisco: Jossey-Bass, Inc., 1973).

Hefferlin, J. B. Lon, *Dynamics of Academic Reform* (San Francisco: Jossey-Bass, Inc., 1969).

Kelley, Earl C., *Education for What Is Real* (New York: Harper & Bros., 1947).

Mays, Benjamin E., "The Black Colleges: The Role They Have Played and Can Play," *Amsterdam News* (New York), September 18, 1971.

Sawyer, G. M., "Black Colleges and Community Development," *Institution-Wide Planning for the Minority Student at the Black College and University* (Atlanta, Ga.: Southern Regional Education Board, 1975).

*The Student in Higher Education: Report of the Committee on the Student in Higher Education* (New Haven, Conn.: The Hazen Foundation, 1968).

Thompson, Daniel C., *Private Black Colleges at the Crossroads* (Boston: Greenwood Press, Inc., 1973).

Wolters, Raymond, *The New Negro on Campus* (Princeton: Princeton University Press, 1975).

A selected review of the research literature still reveals a scant amount of relevant data in the area of "minority" students (non-black students) at traditionally black colleges and universities. Professor Charles I. Brown of Fayetteville State University surveyed white students in black institutions for the Southern Regional Education Board in 1973; his monograph of the research has served as a basis for many of the studies in this area. Educational Testing Service has published several monographs and research bulletins focusing upon such topics as "Academic Growth in Predominantly Black and Predominantly White Colleges" (1969), "On a Typology of College Students" (1965), and "Differences in Selected Attitudes and College Orientations" (1969), but these studies make only passing reference to the white student as a "minority" student in black institutions. Even Riesman and Jencks' *The Academic Revolution* devotes a mere two paragraphs to the recruitment of whites by black institutions.

Bernard Smith, one of the directors of the Carnegie Exchange Program at Florida A&M University, published "A Cross-Cultural Program for Attitude Modification of White Students on a Black University Campus," in *Phi Delta Kappan*, 54 (May, 1973), pps. 629-630. This article included a summary of his research on eighteen white students from the University of Florida who spent one quarter living on campus and attending classes at Florida A&M University. His pre-test and post-test data indicated that the positive experiences structured for the white students at the black institution improved their overall attitudes toward blacks.

In 1974, Michael Pfeifer and Benjamin Schneider reported their research results in the article, "University Climate Perceptions by Black and White Students," *Journal of Applied Psychology*, 59 (October, 1974), pps. 660-662. The study examined the differences in black and white student perceptions of the university climate at an integrated university. Although differences were noted, it should be mentioned that the reference to "minority" students applied to blacks at the predominantly white, but integrated, university.

In 1975, the Southern Regional Education Board published a conference report: *Institution-Wide Planning for the Minority Student at the Black College and University*. Two important addresses in this publication were "Desegregating the Black Colleges and Universities: Its Ramifications and Impact," by Glenwood C. Brooks (Maryland Council for

Higher Education), and "Black Colleges and Community Development," by G. M. Sawyer, the president of Texas Southern University. In 1976, SREB issued the survey questionnaire, "Recruiting White Students for Black Colleges and Universities." The purpose of the questionnaire was to obtain input regarding the impact of the increased white student enrollment since 1973 at black institutions in the SREB region. A brief summary of the results of the survey revealed that 9,442 white students were enrolled in the 20 institutions participating in the survey. Three institutions showed a decrease in their white student enrollment; 18 institutions increased their enrollments of white students. Eight institutions exceeded 9.8 percent white student enrollment, with one having 43.4 percent and one having 31.6 percent.

F. Carter and R. Shaefer in their article, "Racial Consciousness and the College Classroom," *Integrated Education*, 14 (May-June, 1976), pps. 41-44, pointed out that both students and instructors may be victims of racism (black hostility to whites and white hostility to blacks) and that misperceptions of students and instructors can influence the interpretation of a well-constructed curriculum. Another relevant article which appeared in 1976 was W. I. Warnat's "The Role of White Faculty on the Black College Campus," *Journal of Negro Education* 45 (Summer, 1976), pps. 334-338. "Why Minority and Majority Students Select a College" was published by the Institute on Desegregation, Office of Research, Evaluation and Planning, North Carolina Central University (77-1). The Institutional Research Forum (AIR) sponsored a symposium (May, 1978) entitled: "Identifying Sources of Conflict in the Desegregation of State Systems of Higher Education: Focus on the Competition for Students."

# Appendix

## Methodology

The survey method of data collection, *viz.*, questionnaire, was utilized in this study. A summated rating scale, also called Likert-type scale, was used to determine intensity of expression. The scale is a set of attitude items, all of which are considered of approximately equal "attitude value," and to each of which subjects respond with degrees of agreement or disagreement (intensity). The scores of the items of such a scale are summed, or summed and averaged, to yield individuals' views. The scale used for this study was:

1 = Strongly Agree (SA)
2 = Agree (A)
3 = Undecided (U)
4 = Disagree (D)
5 = Strongly Disagree (SD)

The survey questionnaire developed for the study posited ten classifications to which white students would respond based upon their experiences in black institutions. These classifications included students' perceptions of statements concerning: instructors and teaching methods; educational/learning climate; social activities/atmosphere; relationships with other students; physical facilities; employment preparation and possibilities/opportunities; student services; administrators and administrative practices; external views regarding their educational preparation; and related social issues. In addition, three open-ended items and a comment section were included to provide opportunity for respondents to express more subjective feelings, attitudes, and perceptions.

A draft questionnaire was submitted to the Southern Regional Education Board and selected representatives from predominantly black, public institutions (with a sizeable white student population) for careful scrutiny. A meeting was held with these representatives and the researcher to discuss the questionnaire, allowing for candid input into the items, such as the wording of statements and the possible analysis and use of the data. The revised questionnaire was then submitted to SREB for distribution to its participating institutions (see page 25 for list of participating institutions).

Each campus coordinator received detailed instructions regarding the administration of the questionnaire. It was suggested that all student classifications be included in the sampling and that each institution attempt to obtain the prorated number of responses based upon their white student enrollment as of September, 1976 (see pages 28 and 29) for white student enrollments reported to SREB and included in Table II: Institutional Data). The breakdown projected was:

| | |
|---|---|
| 1-400 enrollment | 100 questionnaires |
| 401-800 enrollment | 200 questionnaires |
| 801 and more enrollment | 300 questionnaires |

Institutions having a white student enrollment of less than 100 were requested to include *all* these students in the sampling. A total of 2,550 questionnaires were sent out using the above schedule; campus coordinators returned 1,189 completed questionnaires to SREB. These 1,189 questionnaires represent 46.6 percent of the total number distributed to the respective institutions. Completed questionnaire responses were then coded and entered onto Fortran coding sheets, and from these sheets IBM computer cards were punched. A computer program developed at the Vogelback Computing Center, Northwestern University (Version 7.0) was utilized for purposes of analyzing the data.

The complete analysis, which can be obtained from SREB, includes breakdowns according to total population, sex and class status. Breakdowns per individual institutions are also available by request from the institution.

# Institution Code Designation*

| | |
|---|---|
| Alabama A&M University | A |
| Alabama State University | B |
| Alcorn State University (Mississippi) | C |
| University of Arkansas at Pine Bluff | D |
| Bowie State College (Maryland) | E |
| Coppin State College (Maryland) | F |
| Elizabeth City State University (North Carolina) | G |
| Fayetteville State University (North Carolina) | H |
| Florida A&M University | I |
| Fort Valley State College (Georgia) | J |
| Jackson State University (Mississippi) | K |
| Morgan State College (Maryland) | L |
| North Carolina A&T State University | M |
| North Carolina Central University | N |
| Prairie View A&M University (Texas) | O |
| South Carolina State College | P |
| Southern University at New Orleans (Louisiana) | Q |
| Tennessee State University | R |
| Virginia State College | S |
| Winston-Salem State University (North Carolina) | T |

*Code used in Tables I and II

## TABLE I
## Institutional Data[1]

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Student Status | | | | | | | | | | |
| Full-time | 32.1% | 57.1% | 81.6% | 75.7% | 24.3% | 80.6% | 82.1% | 89.1% | 100.0% | 51.5% |
| Part-time | 67.9 | 42.9 | 18.4 | 24.3 | 75.7 | 19.4 | 17.9 | 10.9 | 0.0 | 48.5 |
| Major | | | | | | | | | | |
| Agriculture-Home Economics | 6.6 | 12.5 | 0.0 | 1.4 | 2.6 | 0.0 | 2.5 | 0.0 | 7.8 | 9.1 |
| Architecture | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 10.9 | 0.0 |
| Business | 15.1 | 0.0 | 0.0 | 7.1 | 1.7 | 3.2 | 15.0 | 27.3 | 12.5 | 21.2 |
| Education | 69.8 | 87.5 | 3.8 | 38.6 | 59.8 | 67.7 | 40.0 | 30.9 | 14.1 | 39.4 |
| Fine Arts | 0.9 | 0.0 | 0.0 | 5.7 | 0.9 | 0.0 | 10.0 | 3.6 | 6.3 | 3.0 |
| Engineering | 2.8 | 0.0 | 0.0 | 0.0 | 1.7 | 0.0 | 0.0 | 0.0 | 7.8 | 0.0 |
| Natural Sciences | 2.8 | 0.0 | 96.2 | 17.1 | 2.6 | 6.5 | 7.5 | 14.5 | 31.3 | 9.1 |
| Social Sciences | 0.9 | 0.0 | 0.0 | 30.0 | 12.0 | 22.6 | 25.0 | 23.6 | 7.8 | 18.2 |
| Other | 0.9 | 0.0 | 0.0 | 0.0 | 18.8 | 0.0 | 0.0 | 0.0 | 1.6 | 0.0 |
| Mean Grade Point Average | 3.43 | 3.24 | 3.04 | 3.23 | 3.63 | 3.54 | 3.43 | 3.40 | 3.50 | 3.29 |

| | K | L | M | N | O | P | Q | R | S | T |
|---|---|---|---|---|---|---|---|---|---|---|
| Student Status | | | | | | | | | | |
| Full-time | 61.6% | 9.8% | 35.3% | 60.9% | 1.6% | 71.4% | 75.0% | 44.0% | 35.2% | 63.1% |
| Part-time | 38.4 | 90.2 | 64.7 | 39.1 | 98.4 | 28.6 | 25.0 | 56.0 | 64.8 | 36.9 |
| Major | | | | | | | | | | |
| Agriculture-Home Economics | 0.0 | 2.3 | 11.8 | 0.9 | 0.0 | 0.0 | 0.0 | 1.7 | 1.4 | 0.0 |
| Architecture | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 5.2 | 1.4 | 0.0 |
| Business | 23.3 | 25.6 | 11.8 | 7.2 | 6.3 | 6.3 | 0.0 | 0.0 | 9.7 | 29.2 |
| Education | 15.1 | 27.9 | 52.9 | 35.1 | 87.3 | 39.7 | 25.0 | 58.6 | 69.5 | 6.2 |
| Fine Arts | 9.6 | 9.3 | 0.0 | 6.3 | 1.6 | 0.0 | 0.0 | 0.0 | 0.0 | 10.8 |
| Engineering | 9.6 | 0.0 | 0.0 | 0.0 | 1.6 | 4.8 | 0.0 | 19.8 | 1.4 | 0.0 |
| Natural Sciences | 17.8 | 18.6 | 11.8 | 28.8 | 1.6 | 47.6 | 50.0 | 8.6 | 5.6 | 38.5 |
| Social Sciences | 21.9 | 16.3 | 11.8 | 19.8 | 1.6 | 1.6 | 25.0 | 6.0 | 5.6 | 15.4 |
| Other | 2.7 | 0.0 | 0.0 | 1.8 | 0.0 | 0.0 | 0.0 | 0.0 | 5.6 | 0.0 |
| Mean Grade Point Average | 3.17 | 3.43 | 3.26 | 3.20 | 3.28 | 3.21 | 3.20 | 3.36 | 3.40 | 3.26 |

1. For Institution Code Designation see page 25.

# TABLE II
## Institutional Data[1]

| | A | B | C | D | E | F[3] | G | H[3] | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of White Students Enrolled[2] | 930 | 50 | 11 | 443 | 900 | — | 137 | — | 602 | 158 |
| Respondents | 106 | 8 | 38 | 70 | 117 | 31 | 40 | 55 | 64 | 33 |
| Percent of Total Survey | 8.9% | 0.7% | 3.2% | 5.9% | 9.8% | 2.6% | 3.4% | 4.6% | 5.4% | 2.8% |
| R = Rural Location U = Urban Location | U | U | R | R | U | U | R | U | U | R |
| Male | 32.1% | 62.5% | 0.0% | 41.4% | 25.6% | 35.5% | 40.0% | 56.4% | 54.7% | 63.6% |
| Female | 67.9 | 37.5 | 100.0 | 58.6 | 74.4 | 64.5 | 60.0 | 43.6 | 45.3 | 36.4 |
| Age | | | | | | | | | | |
| 18 & under | 0.9 | 0.0 | 5.3 | 4.3 | 0.9 | 0.0 | 0.0 | 1.8 | 6.3 | 0.0 |
| 19-20 | 2.8 | 12.5 | 18.4 | 10.0 | 2.6 | 3.2 | 7.5 | 9.1 | 31.3 | 3.0 |
| 21-22 | 2.8 | 0.0 | 15.8 | 22.9 | 3.4 | 3.2 | 12.5 | 9.1 | 9.4 | 6.1 |
| 23 & over | 93.4 | 87.5 | 60.5 | 62.9 | 93.2 | 93.5 | 80.0 | 80.0 | 53.1 | 90.9 |
| Class Status | | | | | | | | | | |
| Freshman | 4.7 | 0.0 | 57.9 | 21.4 | 3.4 | 6.5 | 10.0 | 20.0 | 11.1 | 12.1 |
| Sophomore | 6.6 | 12.5 | 39.5 | 28.6 | 2.6 | 19.4 | 20.0 | 10.9 | 14.3 | 6.1 |
| Junior | 5.7 | 12.5 | 2.6 | 21.4 | 3.4 | 22.6 | 27.5 | 30.9 | 39.7 | 30.3 |
| Senior | 8.5 | 12.5 | 0.0 | 17.1 | 9.4 | 29.0 | 30.0 | 29.1 | 28.6 | 12.1 |
| Graduate | 67.0 | 62.5 | 0.0 | 2.9 | 75.2 | 22.6 | 7.5 | 0.0 | 6.3 | 27.3 |
| Special | 7.5 | 0.0 | 0.0 | 8.6 | 6.0 | 0.0 | 5.0 | 9.1 | 0.0 | 12.1 |

| | K | L | M | N | O[3] | P | Q[3] | R | S | T |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of White Students Enrolled[2] | 1,157 | 372 | 349 | 349 | — | 218 | — | 717 | 292 | 185 |
| Respondents | 73 | 43 | 17 | 111 | 63 | 63 | 4 | 116 | 72 | 65 |
| Percent of Total Survey | 6.1% | 3.6% | 1.4% | 9.3% | 5.3% | 5.3% | 0.8% | 9.8% | 6.1% | 5.5% |
| U = Urban Location R = Rural Location | U | U | U | U | R | U | U | U | U | U |
| Male | 56.2% | 69.8% | 58.8% | 34.2% | 49.2% | 34.9% | 50.0% | 39.7% | 45.1% | 41.5% |
| Female | 43.8 | 30.2 | 41.2 | 65.8 | 50.8 | 65.1 | 50.0 | 60.3 | 54.9 | 58.5 |
| Age | | | | | | | | | | |
| 18 & under | 5.5 | 0.0 | 0.0 | 9.0 | 0.0 | 28.6 | 25.0 | 2.6 | 1.4 | 0.0 |
| 19-20 | 8.2 | 0.0 | 0.0 | 2.7 | 1.6 | 7.9 | 0.0 | 10.3 | 5.6 | 3.1 |
| 21-22 | 16.4 | 0.0 | 5.9 | 4.5 | 4.8 | 7.9 | 0.0 | 7.8 | 4.2 | 4.6 |
| 23 & over | 69.9 | 100.0 | 94.1 | 83.8 | 93.7 | 55.6 | 75.0 | 79.3 | 88.9 | 92.3 |
| Class Status | | | | | | | | | | |
| Freshman | 16.7 | 0.0 | 0.0 | 8.1 | 0.0 | 44.4 | 0.0 | 16.4 | 2.8 | 10.8 |
| Sophomore | 8.3 | 0.0 | 17.6 | 9.0 | 0.0 | 3.2 | 50.0 | 14.7 | 4.2 | 16.9 |
| Junior | 30.6 | 0.0 | 11.8 | 9.9 | 0.0 | 9.5 | 0.0 | 4.3 | 12.5 | 29.2 |
| Senior | 31.9 | 0.0 | 11.8 | 7.2 | 1.6 | 9.5 | 50.0 | 3.4 | 11.1 | 27.7 |
| Graduate | 5.6 | 95.3 | 52.9 | 31.5 | 90.5 | 27.0 | 0.0 | 50.9 | 61.1 | 1.5 |
| Special | 6.9 | 4.7 | 5.9 | 34.2 | 7.9 | 6.3 | 0.0 | 10.3 | 8.3 | 13.8 |

1. For Institution Code Designation see page 25.
2. Number of white students reported to SREB in September, 1976 study.
3. Institution did not participate in SREB 1976 study.

# TABLE III
# Respondent Information: Total Sample

A total of 1,189 correctly completed questionnaires were tabulated for purposes of this study.

The following results were obtained from the respondent information section of the questionnaire (Items 6 through 18). Items 1 through 5 were used to code the institution and number the tabulated questionnaires.

| 6. Sex | | 7. Age | |
|---|---|---|---|
| Male: | 41.3% | 18 and under | 4.1% |
| Female: | 58.7 | 19-20: | 7.1 |
| | | 21-22: | 7.5 |
| | | 23 and over: | 81.3 |

| 8. Marital Status | | 9. Birthplace* | |
|---|---|---|---|
| Single: | 32.3% | Northeast: | 14.3% |
| Married: | 60.2 | Midwest: | 9.2 |
| Other: | 7.3 | South: | 70.0 |
| | | West: | 3.9 |
| | | Foreign: | 2.5 |

| 10. Class Status | | 11. Housing | |
|---|---|---|---|
| Freshman: | 12.7% | Live on Campus: | 1.4% |
| Sophomore: | 11.0 | Live off Campus: | 98.6 |
| Junior: | 14.4 | | |
| Senior: | 13.8 | | |
| Graduate: | 38.4 | | |
| Special: | 9.6 | | |

| 12-13. Grade Point Average | | 14. Time of Classes | |
|---|---|---|---|
| 1.9: | .1% | Day Classes: | 55.6% |
| 2.0-2.9: | 15.4 | Evening Classes: | 40.2 |
| 3.0-3.9: | 72.4 | Weekend Classes: | 4.1 |
| 4.0: | 12.1 | | |

*A listing of states within region categories is on page 42.

| 15. Student Status | | 16. Academic Major† | |
|---|---|---|---|
| Full-time: | 52.9% | Agriculture-Home Economics: | 2.4% |
| Part-time: | 47.1 | Architecture: | 1.2 |
| | | Business: | 11.1 |
| | | Education: | 44.4 |
| | | Fine Arts: | 3.6 |
| | | Engineering: | 3.8 |
| | | Natural Sciences: | 18.4 |
| | | Social Sciences: | 16.2 |

| 17. Type of High School | | 18. Estimated Family Income | |
|---|---|---|---|
| Predom. White: | 74.5% | Less than $3,000: | 3.0% |
| Predom. Black: | 2.8 | $ 3,000-$ 5,999: | 6.1 |
| Evenly Mixed: | 10.1 | $ 6,000-$ 7,999: | 5.8 |
| Some White: | .4 | $ 8,000-$12,499: | 19.6 |
| Some Black: | 6.7 | $12,500-$14,999: | 12.7 |
| Other: | 5.5 | $15,000-$19,999: | 16.5 |
| | | $20,000-$24,999: | 14.4 |
| | | $25,000 or more: | 21.9 |

Some cross-tabulations reveal the following results:

| | Class Status | | | | | |
|---|---|---|---|---|---|---|
| Sex | Fresh-man | Sopho-more | Junior | Senior | Grad-uate | Special |
| Male | 8.1% | 10.8% | 15.9% | 16.5% | 39.7% | 9.0% |
| Female | 16.0 | 11.2 | 13.4 | 11.9 | 37.4 | 10.1 |

| | Age | | | |
|---|---|---|---|---|
| Sex | 18 and Under | 19-20 | 21-22 | 23 and Over |
| Male | 1.6% | 6.7% | 7.3% | 84.3% |
| Female | 5.9 | 7.2 | 7.6 | 79.3 |
| **Class Status** | | | | |
| Freshman | 23.8 | 16.6 | 13.9 | 45.7 |
| Sophomore | 4.6 | 19.8 | 13.0 | 62.6 |
| Junior | 0.0 | 12.3 | 15.2 | 72.5 |
| Senior | 0.0 | 4.9 | 9.8 | 85.4 |
| Graduate | 0.0 | .7 | .9 | 98.5 |
| Special | 6.1 | .9 | 3.5 | 89.5 |

†A breakdown of subjects included under each Academic Major is on page 43.

## Marital Status

| Sex | Single | Married | Other |
|---|---|---|---|
| Male | 33.4% | 63.1% | 3.5% |
| Female | 31.6 | 58.5 | 9.9 |
| **Class Status** | | | |
| Freshman | 54.3 | 36.4 | 9.3 |
| Sophomore | 41.2 | 48.9 | 9.9 |
| Junior | 36.8 | 54.4 | 8.8 |
| Senior | 34.8 | 57.9 | 7.3 |
| Graduate | 21.5 | 73.5 | 5.0 |
| Special | 25.2 | 65.8 | 9.0 |

## Housing

| Sex | Live on Campus | Live off Campus |
|---|---|---|
| Male | 1.8% | 98.2% |
| Female | 1.2 | 98.8 |
| **Class Status** | | |
| Freshman | 6.0 | 94.0 |
| Sophomore | .8 | 99.2 |
| Junior | 1.8 | 98.2 |
| Senior | .6 | 99.4 |
| Graduate | .4 | 99.6 |
| Special | .9 | 99.1 |

## Class

| Sex | Daytime | Evening | Weekend |
|---|---|---|---|
| Male | 53.6% | 41.3% | 5.1% |
| Female | 57.2 | 39.4 | 3.4 |
| **Class Status** | | | |
| Freshman | 90.1 | 9.3 | .7 |
| Sophomore | 91.6 | 7.6 | .8 |
| Junior | 85.4 | 13.5 | 1.2 |
| Senior | 92.0 | 7.4 | .6 |
| Graduate | 8.1 | 83.3 | 8.6 |
| Special | 61.4 | 34.2 | 4.4 |

## Student Status

| Sex | Full-time | Part-time |
|---|---|---|
| Male | 54.7% | 45.3% |
| Female | 51.7 | 48.3 |
| **Class Status** | | |
| Freshman | 84.8 | 15.2 |
| Sophomore | 86.2 | 13.8 |
| Junior | 81.9 | 18.1 |
| Senior | 88.3 | 11.7 |
| Graduate | 13.3 | 86.7 |
| Special | 35.4 | 64.6 |

## Academic Major

| | Agriculture Home Ec. | Archi-tecture | Business | Education |
|---|---|---|---|---|
| **Sex** | | | | |
| Male | 3.5% | 1.8% | 17.5% | 36.9% |
| Female | 1.4 | .7 | 6.6 | 49.8 |
| **Class Status** | | | | |
| Freshman | .7 | 1.3 | 13.2 | 9.9 |
| Sophomore | 2.3 | 3.8 | 9.9 | 29.8 |
| Junior | 5.8 | 2.3 | 17.0 | 25.1 |
| Senior | 1.2 | 1.2 | 15.2 | 33.5 |
| Graduate | 2.0 | .2 | 6.6 | 72.4 |
| Special | 2.6 | 0.0 | 13.2 | 40.4 |

| | Fine Arts | Engi-neering | Natural Sciences | Social Sciences | Other |
|---|---|---|---|---|---|
| **Sex** | | | | | |
| Male | 2.9% | 5.9% | 11.8% | 16.5% | 3.3% |
| Female | 4.2 | 2.3 | 23.1 | 9.6 | 2.3 |
| **Class Status** | | | | | |
| Freshman | 3.3 | 10.6 | 50.3 | 9.9 | .7 |
| Sophomore | 6.1 | 5.3 | 29.8 | 12.2 | .8 |
| Junior | 3.5 | 3.5 | 22.2 | 19.3 | 1.2 |
| Senior | 4.9 | 1.2 | 18.3 | 23.8 | .6 |
| Graduate | 1.5 | 2.0 | 3.9 | 5.9 | 5.5 |
| Special | 7.9 | 4.4 | 15.8 | 14.0 | 1.8 |

## Type of High School

| | Predominantly White | Predominantly Black | Evenly Mixed |
|---|---|---|---|
| **Sex** | | | |
| Male | 74.7% | 2.0% | 10.8% |
| Female | 74.5 | 3.3 | 9.6 |
| **Class Status** | | | |
| Freshman | 60.3 | 9.9 | 17.9 |
| Sophomore | 66.4 | 3.1 | 16.8 |
| Junior | 69.6 | 2.9 | 14.6 |
| Senior | 75.6 | 2.4 | 10.8 |
| Graduate | 83.3 | .7 | 4.8 |
| Special | 74.3 | 1.8 | 8.8 |

| | Some White | Some Black | Others |
|---|---|---|---|
| **Sex** | .6% | 7.3% | 4.5% |
| Male | .3 | 6.2 | 6.0 |
| Female | | | |
| **Class Status** | | | |
| Freshman | 0.0 | 4.0 | 7.9 |
| Sophomore | .8 | 8.4 | 4.6 |
| Junior | 0.0 | 5.3 | 7.6 |
| Senior | 0.0 | 8.5 | 3.0 |
| Graduate | .9 | 6.8 | 4.4 |
| Special | 0.0 | 7.1 | 8.0 |

## Estimated Family Income

| Sex | Less than $ 3,000 | $ 3,000- $ 5,999 | $ 6,000- $ 7,999 | $ 8,000- $12,499 |
|---|---|---|---|---|
| Male | 2.7% | 6.3% | 6.3% | 23.9% |
| Female | 3.2 | 5.9 | 5.3 | 16.6 |
| **Class Status** | | | | |
| Freshman | 4.1 | 12.2 | 12.2 | 19.7 |
| Sophomore | 4.6 | 10.7 | 9.2 | 19.8 |
| Junior | 3.5 | 5.3 | 5.3 | 18.2 |
| Senior | 2.5 | 11.7 | 10.4 | 22.7 |
| Graduate | 2.0 | 2.0 | 1.8 | 20.2 |
| Special | 4.4 | 2.6 | 3.5 | 14.9 |

| Sex | $12,500- $14,999 | $15,000- $24,999 | $20,000- $24,999 | $25,000 or more |
|---|---|---|---|---|
| Male | 14.3% | 18.2% | 13.9% | 14.3% |
| Female | 11.6 | 15.3 | 14.7 | 27.3 |
| **Class Status** | | | | |
| Freshman | 13.6 | 12.9 | 10.2 | 15.0 |
| Sophomore | 9.2 | 18.3 | 12.2 | 16.0 |
| Junior | 19.4 | 17.6 | 17.1 | 13.5 |
| Senior | 13.5 | 14.7 | 11.0 | 13.5 |
| Graduate | 10.3 | 17.1 | 15.6 | 31.0 |
| Special | 14.0 | 16.7 | 18.4 | 25.4 |

# TABLE IV
## Results of Survey Items: Total Sample

| | Strongly Agree | Agree | Unde-cided | Dis-agree | Strongly Disagree |
|---|---|---|---|---|---|
| 19. Most of my instructors do not show any partiality to students on the basis of race. | 45.9% | 43.0% | 4.0% | 5.9% | 1.3% |
| 20. I learn more in a white instructor's class than in a black instructor's class simply because I feel I can relate to him/her better. | 1.8 | 5.1 | 13.7 | 40.8 | 38.6 |
| 21. Most of the faculty on this campus are well qualified both by academic training and experience. | 18.0 | 50.9 | 20.6 | 7.7 | 2.7 |
| 22. The overall administration serves as a leader in breaking down racial barriers for white students. | 11.3 | 35.1 | 35.5 | 11.9 | 6.3 |
| 23. I feel uncomfortable when black instructors relate subject matters to activities and experiences of the black community and culture with which I have no familiarity. | 3.3 | 12.2 | 14.8 | 48.4 | 21.4 |
| 24. The faculty members on this campus do demonstrate a high level of competence in their academic specialties. | 18.7 | 52.1 | 17.9 | 8.1 | 3.2 |
| 25. Most black students in my classes appear to be motivated toward developing themselves educationally and vocationally. | 17.5 | 53.1 | 14.4 | 10.8 | 4.3 |
| 26. I have no difficulty communicating with black students on the campus. | 26.0 | 57.5 | 8.9 | 6.1 | 1.5 |
| 27. Interracial dating appears to be an acceptable social relationship on this campus. | 1.2 | 6.2 | 58.6 | 19.2 | 14.8 |
| 28. The musical events on this campus are appealing and entertaining. | 5.4 | 21.4 | 64.6 | 5.0 | 3.6 |
| 29. The presence of white faculty members and other white students on the campus helps me feel like I belong. | 15.2 | 55.4 | 15.6 | 11.7 | 2.1 |
| 30. Most of the classrooms here are well equipped for effective learning. | 12.1 | 49.8 | 13.5 | 17.6 | 7.1 |
| 31. My educational experiences on this campus indicate to me that most of my teachers are committed to good teaching. | 24.3 | 56.1 | 11.3 | 6.3 | 2.0 |
| 32. My educational preparation here has met my expectations. | 18.1% | 51.5% | 13.5% | 12.0% | 5.0% |

| | Strongly Agree | Agree | Unde-cided | Dis-agree | Strongly Disagree |
|---|---|---|---|---|---|
| 33. Financial assistance seems to be more readily available here, especially for me. | 9.8 | 18.5 | 50.5 | 12.1 | 9.0 |
| 34. I feel that the overall administration on this campus makes a genuine effort to recruit non-black students. | 8.1 | 28.4 | 42.6 | 15.9 | 5.0 |
| 35. I am reluctant to use the services of the health clinic at this school because there are no (or few) whites on the staff. | 1.3 | 4.0 | 46.1 | 28.4 | 20.3 |
| 36. Many black students play an active role in helping white students adjust to the campus. | 7.7 | 39.0 | 33.8 | 15.6 | 4.0 |
| 37. Black and white students, on this campus, are actively concerned about national and international issues. | 8.3 | 42.8 | 35.4 | 10.7 | 2.8 |
| 38. There is a visible segment of non-black administrators on the campus (include Department Chairpersons, Division Heads, Deans, Directors, etc.). | 6.5 | 31.4 | 34.0 | 19.8 | 8.4 |
| 39. Most of the people brought to the campus for lectures are stimulating and interesting to me. | 7.8 | 35.1 | 46.7 | 8.0 | 2.4 |
| 40. The thing most blacks want is the same as what every other American wants: a chance to get some of the "good things of life." | 29.5 | 54.2 | 11.9 | 3.0 | 1.3 |
| 41. The academic background of many of the black students in my classes appears to be different, and this negatively affects my learning. | 8.4 | 19.4 | 19.8 | 39.5 | 12.8 |
| 42. A student's race does not affect his/her ability to learn. | 51.1 | 37.3 | 6.7 | 3.4 | 1.5 |
| 43. My social contacts on campus include both whites and blacks. | 28.0 | 54.2 | 10.6 | 5.6 | 1.5 |
| 44. Library facilities at this school seem to be adequate for my educational needs. | 17.9 | 41.2 | 16.5 | 13.8 | 10.6 |
| 45. White administrators and white faculty members appear to have their input in the governance of this school. | 8.8 | 34.5 | 44.1 | 8.7 | 4.0 |
| 46. In spite of all the progress in recent years, there is still a great deal of prejudice operative in our society. | 26.9 | 52.8 | 10.3 | 8.2 | 1.8 |
| 47. I do not participate in social activities on the campus because I feel that I do not belong. | 6.8 | 16.5 | 25.9 | 39.2 | 11.6 |
| 48. Most of the dormitories on this campus appear to be kept up well. | 2.4 | 23.4 | 59.5 | 10.0 | 4.6 |

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 49. There are many "racist" attitudes held by black students toward white students on this campus. | 5.8% | 19.8% | 34.9% | 33.2% | 6.3% |
| 50. My educational experiences here have given me a keener appreciation of different philosophies, cultures, and ways of life. | 25.1 | 53.7 | 13.6 | 6.3 | 1.3 |
| 51. My training thus far has given me a sense of career security — I know I will be well-prepared to get a satisfying job. | 16.2 | 46.9 | 25.6 | 8.3 | 2.9 |
| 52. Many white people resent special consideration given to blacks. | 15.5 | 49.3 | 19.9 | 12.7 | 2.6 |
| 53. I feel a real part of the school spirit here. | 4.1 | 21.2 | 40.4 | 25.8 | 8.5 |
| 54. There appears to be sufficient and effective security on the campus to make me feel safe. | 12.3 | 50.3 | 42.4 | 7.9 | 5.1 |
| 55. Students on this campus are conscientious about taking care of school property. | 5.0 | 39.7 | 29.0 | 18.5 | 7.7 |
| 56. Most white students would not be here if it were not for the special programs. | 10.5 | 24.7 | 31.0 | 26.0 | 7.7 |
| 57. In most instances, on this campus, there is an atmosphere of tolerance and understanding of people and their views. | 13.6 | 63.0 | 16.8 | 5.0 | 1.5 |
| 58. I think more money and effort should be spent on education, welfare, and self-help programs for minorities in our society. | 15.7 | 38.6 | 26.6 | 13.6 | 5.5 |
| 59. Being a student here has given me the opportunity to understand and appreciate my own unique personhood. | 17.0 | 50.5 | 23.6 | 7.2 | 1.7 |
| 60. The campus political structure does not welcome white student participation. | 4.6 | 11.4 | 56.3 | 20.8 | 6.8 |
| 61. If I had to start my college career over, I would still go to this school. | 15.5 | 37.8 | 26.0 | 12.0 | 8.7 |
| 62. My family continues to encourage me to stay here and complete my education. | 16.4 | 48.0 | 21.5 | 10.3 | 3.8 |
| 63. Being a student here has made me more positively concerned about equal opportunities for all people, especially in education and careers. | 20.1 | 54.3 | 18.3 | 6.5 | 0.8 |
| 64. I am not reluctant to tell people I go to school here. | 30.1 | 47.4 | 7.3 | 10.4 | 4.8 |

| | Strongly Agree | Agree | Unde-cided | Dis-agree | Strongly Disagree |
|---|---|---|---|---|---|
| 65. The student government here effectively represents my point of view. | 3.1 | 10.3 | 71.3 | 10.9 | 4.5 |
| 66. My courses/educational experiences are closely tied to my future job plans. | 34.1% | 51.1% | 9.8% | 3.9% | 1.1% |
| 67. I feel my degree from here will be worth as much as one from a predominantly white school of similar purpose. | 23.4 | 42.4 | 18.0 | 11.2 | 5.0 |
| 68. The academic standards here are as high as they are on predominantly white campuses I know about. | 14.7 | 32.2 | 21.6 | 22.1 | 9.3 |
| 69. The administration has made a special effort to help white students belong. | 10.7 | 35.9 | 36.0 | 13.5 | 3.9 |
| 70. The cross-cultural/multi-racial experiences I am having here will make me more effective in my future career. | 25.7 | 52.6 | 15.9 | 4.4 | 1.4 |
| 71. The administration appears to accept a diversity of life styles of the racial/ethnic groups represented in its student population. | 12.5 | 50.7 | 31.0 | 4.3 | 1.5 |
| 72. My family supported my decision to attend this school. | 17.6 | 54.9 | 16.0 | 7.8 | 3.7 |
| 73. Having a degree from here will not deter me from getting a satisfying, "good" job. | 21.9 | 54.9 | 18.6 | 3.6 | 1.8 |
| 74. As a result of being a student here, I've developed a strong sense of my responsibility regarding contemporary social and political life. | 12.3 | 45.2 | 32.0 | 8.7 | 1.8 |
| 75. The student services are readily available when needed, e.g., counseling, advising. | 12.7 | 41.1 | 33.5 | 9.1 | 3.6 |
| 76. The academic programs are geared to providing the best preparation possible for one's future career. | 12.2 | 48.1 | 24.2 | 12.7 | 2.8 |
| 77. Many of the black students want the white students to adapt to them; the black students make less effort to adapt themselves to others. | 4.8 | 19.8 | 45.2 | 25.7 | 4.4 |
| 78. I find that the counseling and advising services here are especially sensitive to the needs of white students. | 3.9 | 16.4 | 58.9 | 17.0 | 3.9 |
| 79. The campus demonstrates appreciation of individuality and independence of thought and action regardless of one's race. | 12.0 | 48.3 | 31.3 | 6.1 | 2.3 |

## Selected Subjective Responses

These comments, selected from hundreds of responses to the open-ended items of the questionnaire (Items 80, 81 and 82), are representive of ideas, concerns, and views mentioned repeatedly by the white students. In some cases, the actual words are used to express the thought; in other instances, a summary statement synthesizing similar views is included. The responses are self-explanatory and serve as personal testimonies to the students' overall perceptions of their experiences at a black institution.

80. Responses to the item, *The best thing that has happened to me on this campus is. . . .*

The quality and caliber of my courses. I've started my studies with the right persons, right courses, and right college.

Gaining the perspective of being a minority, even though I am in the majority outside of the university.

The students are the best part of my college experience, seeing all types of kids who honestly work at getting ahead.

My work in urban education has opened up new discoveries in the world of education other than the traditional old learnings.

Meeting great and brilliant minds.

Meeting students who are black and have goals similar to mine. We have a special relationship.

The friends that I have made.

Going back to school after raising my children. My adviser has been very special to me, helping me to get started once again and giving me confidence that I can do it.

Learning to appreciate what the black life is all about. My age seems to create more feelings of alienation than my color.

The willingness of young people to help me get involved in my school work since I have been out of school so long.

81. Responses to the item, *The greatest obstacle to improving black-white relations on this campus is . . .*

The administration doesn't seem to care about the white students.

Ignorance on the part of both blacks and whites.

The unwillingness on the part of white students to get involved.

The stigma that this is a black college — Why can't people just see me as a student attending a local college?

The lack of concern by the administration and student government association to include whites in school activities.

The black students' fear of a white take-over.

The same old prejudices which have been operative throughout history.

Isolation of predominantly white programs, e.g., architecture.

Black and white students who are deficient in skills to do college work; they slow down the educational process for the better prepared black and white students.

I have never felt prejudice from any black students, but I have felt resentment from some black professors, administrators, and employees, especially in the registrar's office and the office of financial aid.

82. Responses to the item, *Additional Comments:*

There is a need for counseling services to be sensitive to *all* students' needs.

I am not really aware of any differences in how I am treated and how the black students are treated. I feel that I am neither treated as a special person, nor do I expect to be. I'm here to learn like most of the other students.

The white community has some terrible misconceptions of what goes on here, evoked by some old negative experiences and prejudices.

I really wish there was more of an attempt to get white students involved in social activities.

I have no complaints about my academic experiences; however, I really want to feel like I belong, but no one seems to care.

Instructors here are committed to all their students; they are always accessible.

## Regional Designations

### Birthplace

**Northeast**
Connecticut
Delaware
Washington, D.C.
Maine
Massachusetts
New Hampshire
New Jersey
Pennsylvania
Rhode Island
Vermont
New York

**Midwest**
Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
Ohio
Wisconsin
Colorado
Oklahoma

**South**
Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Maryland
Mississippi
North Carolina
South Carolina
Tennessee
Texas
Virginia
West Virginia

**West**
Alaska
Arizona
California
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming
North Dakota
South Dakota

**Foreign**
All nations except the U.S.A. and its possessions

## Academic Majors

**Agriculture/Home Economics:** Food and Nutrition, Clothing, Home and Family Life, Consumer Science, etc.

**Architecture**

**Business/Industry:** Management, Accounting, Economics, etc.

**Education:** Curriculum and Instruction, Guidance and Counseling, Urban Education, Business Education, Elementary Education, Secondary Education, Adult Education, Home Economics Education, Specific Teaching Areas in Education, Administration and Supervision, etc.

**Fine Arts:** English, Humanities, Art, Journalism, Speech, Drama, Communications, Music, etc.

**Engineering/Technology:** Computer Science, Electrical Engineering, Graphics, etc.

**Natural Sciences:** Biology, Physics, Chemistry, Pharmacy, Nursing, Allied Health, etc.

**Social Sciences:** Philosophy, Psychology, Criminology, Sociology, History, Political Science, Public Administration, Law, Social Work, etc.

**Other**